



2026 - 2031
East Sac County Community School District

Special Education

District Developed Service Delivery Plan

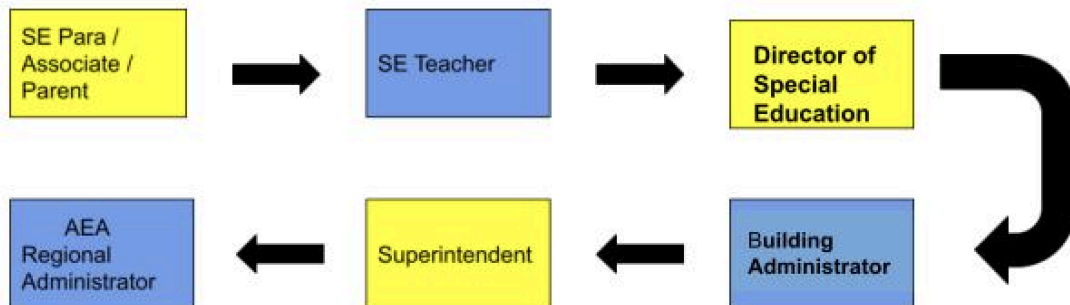
Table of Contents

Topic	Page
Chain of Communication	3
The process used to develop the delivery system for eligible students	4
Continuum of Services for Academics and Behaviors	5
Caseload monitoring and Determination	8
Resolving Caseload Concerns	8
Performance Plan and Process	9
Appendix	10
Caseload Determination Rubric	11

Chain of Communication

When you are not sure who you need to talk to about a situation, please follow this chain of communication. If there is an issue with the person / position that you are supposed to talk with, please go to the person / position who is above theirs, and they will help you with the conversation with the previous person in line. After you have had the conversation with the person / position and if the situation was not resolved within a timely manner, or you still have concerns, please contact the next person / position in the chain of communication.

East Sac County Community School District Special Education Concerns Flowchart



As a parent, please bring all of your questions or concerns about the Special Education situation to your student's Special Education Teacher first.

Process for Development

The delivery system was developed in accordance with Iowa Administrative code rule 41.408(2)"c." The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators and at least one representative of the AEA.

2020 past members:

Elementary Special Education Teacher: Tiffany Freimuth, Jodie McAndrew, April Jurgens Middle School
Special Education Teacher: Rebecca Eslick, Val Buse, Wade Fridley, Robyn Cromwell HS Special Education
Teacher: Nancy Stark, Kerri Eichhorn

Elementary Principal: Sara Pibal
Middle School Principal: Dennis Olhausen
Superintendent: Jeff Kruse
AEA Representative: Molly Elston

2025-2026 members:

Special Education Teacher: Alli Schroeder
Elementary Principal: Becky Halbur
Special Education Director/Assistant Principal: Heather Spetman
Superintendent: Nathan Hemiller
AEA Representative: Jennifer Sammons
ESC Parent Representative: Becky Dougherty
General Education Teacher: Josie Morris

Continuum of Services

Early Childhood

If a child comes to our Early Childhood programing, they will be served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP, or working with another Special Education Teacher in the services and development of the student's progression in learning.

Grade School (Kindergarten - Graduation)

As the students move into Kindergarten, we will use these continuum of Service maps. The goal is for students to be in the least restrictive environment to ensure that FAPE (Free Appropriate Public Education) occurs. When a student is not successful at one level, the team will look at moving the student's services to increase the learning for the student, in the most appropriate setting. When the student is successful, the team will look at a less restrictive environment with decreasing the Special Education services towards independence for the student.

Notes:

Students may receive different services at multiple points along the continuum based on the IEP.

The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3 to 21.



East Sac County School District Continuum of Academic Services

Environment Type	What it's called	Description
Least Restrictive	General Education	Students are in the General Education setting without any academic support or services.
	General Education with consultation	Students are in the General Education setting with the Special Education Teacher giving consultation to the adults in the classroom about how to properly address their specific academic needs. The student has an academic goal, but they are close to exiting their goal. The Special Education Teacher still gives SDI (either inside or outside the General Education Classroom), but it is not very much time.
	General Education Co-Teaching	Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided in a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and the general education teacher in partnership to meet the content and skills needed of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.
	General Education with adult support	Students are in the General Education setting with adult support in the classroom with them. This adult is able to work with all students and is there in case the identified student needs more support with their academic deficit. The student has SDI with the Special Education Teacher and the Special Education Teacher meets (consults) with the additional adult and other teachers to talk about the student's specific needs on a consistent basis. This student's SDI takes more time than the General Education with consultation model (above).
More Restrictive	General Education with One-on-One adult support	The student identified with the academic/functional goals has an additional adult with them for their specific needs. This adult is to be with that student and help with all of the things listed on the student's IEP needs under the services page. This adult may need to pull the student out of the classroom to help re-teach the content or skill so that the student can stay in the General Education setting with the least amount of distractions possible.
	General Education and Special Education split	The student identified with the academic goal is in the General Education environment with an additional adult and the adult helps the student with the general education coursework. The student identified with the academic goal is then given more Special Education time to work on their skill deficit areas with the Special Education teacher.
	Special Education classroom with General Education consultation	The student identified with the academic goal is given their instruction in a Special Education ("pull out") setting. This is counted as the student's CORE instruction. The Special Education teacher and General Education teacher (for the content) will be consulting to give the instruction.
	Homebound	Homebound instructional services are defined as specially designed instruction provided to individual students with disabilities that are unable to attend school for a period of time due to an individual's needs. Instruction is provided by a certified teacher under the instruction of a special education teacher or provided by a special education teacher. These services are a team decision, only provided with appropriate documentation, and are typically short-term in nature.

At ESC, we believe that students are General Education students first, and learn best when they are within the General Education environment. We want all students to be placed in the General Education environments but we need to make sure that FAPE occurs for all students. As students show that they are not able to be within the General Education environment, they will be moved further down the "environment type" continuum until the appropriate environment is identified and the student is successful. The IEP team can move through these environments in any order, as deemed appropriate with FAPE.



East Sac County School District Continuum of Behavioral Services

Environment Type	What it's called	Description
Least Restrictive	General Education	Students are in the General Education setting without any behavioral support or services.
	General Education with consultation	Students are in the General Education setting with the Special Education Teacher giving consultation to the adults in the classroom about how to properly address their specific behavioral needs. The student has a behavioral goal, but they are close to exiting their goal. The Special Education Teacher still gives SDI (either inside or outside the General Education Classroom), but it is not very much time.
	General Education with adult support	Students are in the General Education setting with adult support in the classroom with them. This adult is able to work with all students and is there in case the identified student needs more support with their behavioral deficit. The student has SDI with the Special Education Teacher and the Special Education Teacher meets (consults) with the additional adult and other teachers to talk about the student's specific needs on a consistent basis. This student's SDI takes more time than the General Education with consultation model (above).
More Restrictive	General Education with One-on-One adult support	The student identified with the behavioral/functional goals has an additional adult with them for their specific needs. This adult is to be with that student and help with all of the things listed on the student's IEP needs under the services page. This adult may need to pull the student out of the classroom to help re-teach the content or skill so that the student can stay in the General Education setting with the least amount of distractions possible.
	General Education and Special Education split	The student identified with the behavioral goal is in the General Education environment with an additional adult and the adult helps the student with the general education coursework. The student identified with the behavioral goal is then given more Special Education time to work on their skill deficit areas with the Special Education teacher.
	Special Education classroom with General Education consultation	The student identified with the behavioral goal is given their instruction in a Special Education ("pull out") setting. This is counted as the student's CORE instruction. The Special Education teacher and General Education teacher (for the content) will be consulting to give the instruction.
Further Restriction Options	Once a student is in the most restrictive environment that we have at ESC, there can be more restrictions placed upon the student. These could be some of the restrictions, based upon a continuum, that we can offer for the student.	<p>These are some possibilities, and do not go in sequential order.</p> <p>Lunch within another setting.</p> <p>Reduced Daily Schedule (Shortened Schedule). (An IEP must occur every 30 days once we reach this level.)</p> <p>Working in the home environment with Special Education services at their ESC assigned school.</p> <p>Working in the home environment with Special Education services done via online.</p> <p>Alternative school referral for placement there / Homeschool options.</p> <p>Homebound instructional services</p>

At ESC, we believe that students are General Education students first, and learn best when they are within the General Education environment. We want all students to be placed in the General Education environments but we need to make sure that FAPE occurs for all students. As students show that they are not able to be within the General Education environment, they will be moved further down the "environment type" continuum until the appropriate environment is identified and the student is successful. The IEP team can move through these environments in any order, as deemed appropriate with FAPE.

Caseload Determination

Caseloads will be tentatively set in the spring for the following year.

Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator. A "full" teacher caseload will be considered to be 60 total points on the [Caseload Determination Rubric](#). If a teacher's caseload exceeds this number, the teacher and the building principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

Resolving Caseload Concerns

Resolving Caseload Concerns:

A schedule review of teacher caseloads will be conducted by the building principal as follows:

1. At the beginning of the school year by November 30;
2. by April 1 to plan for the following year
3. or requested by a concerned parent, student, teacher, administrator, or AEA personnel about the ability of the teacher to effectively perform the essential functions of the job due to caseload.

Procedural Steps to Resolve Concerns:

1. Informal problem solving strategies in relation to caseload concerns have been exhausted
2. A written request for caseload review is submitted to the principal.
3. The request is reviewed for clarification with the principal. The principal tries to resolve the concern at this point
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee. The committee shall consist of a special education teacher from each building, a building administrator, AEA representative, and/or the district special education director.

5. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
6. Within 10 working days, the principal will meet with the individual and provide a written determination indicating a solution.
 - a. The individual accepts the solution or
 - b. Appeals in writing to the Superintendent who will respond within 10 working days.
7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education or designee.
8. The AEA Director of Special Education or designee will meet with personnel involved and will provide a written decision within 5 working days.

Performance plan and process.

Individual:

- Individual student progress on IEP goals will be graphed, reviewed and discussed on a regular and on-going basis every 2 weeks by the special education teacher and discussed with the general education teacher and the AEA consultant/specialist and school administrator as appropriate.

School: Aggregated by School District:

- Each school district will review student progress monitoring, formative, or summative evaluation every 4 weeks. The subgroup performance in both reading and math will be reviewed and discussed by grade level teams which includes both general and special education teacher. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

District: Disaggregated by School Levels:

- At the district level, subgroup data for each school will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by the school level (elementary, middle school, high school). In addition, the district will examine their Annual Progress Report data to determine priorities and develop an action plan as needed. If the district meets Annual Progress Report requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the AEA.

Appendix

Caseload Determination Rubric			
Name: _____		Date: _____	
How many IEP Students are on your roster?			
List the number of students on your roster in each goal area below:			
• 1 goal area		x 1.00	
• 2 goal areas		x 1.25	
• 3-4 goal areas		x 1.50	
• More than 4 goal areas		x 1.75	
For how many students not on your roster to you provide SDI and/or progress monitoring?			
• 1 goal		x 1.00	
• 2 goals		x 1.25	
• 3-4 goals		x 1.50	
How many of your IEPs will be re-evaluations this year?		x 1.00	
How many students on your roster have alternate assessment?		x 1.00	
How many students on your roster with alternate assessment are grades 3-6?		x 1.00	
With how many adults do you provide collaborative services (points can be dependent on the amount of collaboration required for that content area)?			
• Gen Ed Teachers (content area)		x 1.00	
• AEA specialists (OT/PT, audiologist, SPL)		x 0.50	
How many students on your roster are dependent upon an adult for their physical needs?		x 1.00	
How many students do you serve off-site? (e.g. hospitalized, home-bound, in general education preschools)		x 1.00	
How many students have a minor behavior need (including adaptive behaviors, CICO)? (there are behavior accommodations)		x 0.25	
How many students have a moderate behavior need? (BIP present, significantly disruptive, moderate destruction of property, significantly interfering with peer relationships or academics)		x 0.50	
How many students have a severe behavior need? (BIP present and a safety issue, physical aggression, self-injury, dangerous to others, safety plan, Chapter 103 reports)		x 1.00	
For how many associates do you provide direction?		x 1.00	

How many students on your roster require adaptive technology (e.g. switches, speaking devices, FM systems, visual technology)?		x 1.00	
How many students on your roster require transition services?			
• (ages 16-21)		x 0.25	
• (ages 13-15)		x 0.15	
With how many teachers do you co-teach (planning actively teaching together)?		x 1.00	
		Total:	
<p>Note: The caseload for early childhood special education teachers does not follow the caseload determinations for K-12 special education teachers. Instead the guidelines as stated in the Iowa Quality Preschool Program Standards (IQPPS) document will be followed.</p>			
<p>Terms:</p> <p>Adaptive Behavior - (not aggressive or flight behavior) this is behavior that impairs a student's ability to successfully interact socially or academically (i.e. anxiety, depression, executive function, lack of social awareness)</p> <p>Adaptive Technology - communication adaptations beyond what all students receive (i.e. PECS book, speech-to-text, large display for visual impairment, gait trainer)</p> <p>Alternate Assessment - embedded instruction and assessment through DLM</p> <p>Collaborative Services - (not co-teaching) working with another provider who has primary responsibility</p> <p>Goal Area - content area focus (reading, writing, math, behavior)</p> <p>Safe Place/Break Space - as defined in the student's IEP accommodations</p> <p>SDI Teaching Block - a period of 50-60 minutes or multiple times combined to equal that amount</p>			
<p>Teacher Directions for Completing the Worksheet</p> <p>Print the teacher's name and the date on the document preparation on the top lines. On the blank to the right of each statement enter the number that accurately reflects the response based on IEPs. (If services are being provided and are needed, this is a cue to amend the IEP.) All blanks must have a numeral, even if that is 0. When all blanks are filled, add the far right column and enter the total at the bottom of the column. The teacher & building principal will review this together and determine if further action is required (circle yes or no). If further action is required, a meeting will be set up and notes from that meeting will be attached. Signatures from the special education teacher and the building principal designate that this caseload was reviewed.</p>			